## BEVERLY SHORES ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan

I, Monica M Gordon, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parent and family engagement plan, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parent and Family Engagement Plan Mission Statement (Optional)

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| **Response:** Beverly Shores Elementary School believes parents and the community can work with our school family to provide the best educational setting for our students. In support of strengthening student academic achievement, we implement and actively encourage parental involvement as defined in Section 1118 ESEA. We offer a welcoming climate to all parents and strongly encourage them to participate as informed partners with the Title 1 School and home programs, in an effort to improve student's attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society through Family Engagement |

**Involvement of Parents**  
  
Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Parents are provided with opportunities to give input on the development, implementation, budget, and evaluation of the plans at our monthly School Advisory Council (SAC) meetings. All of our parents are invited to attend, have input and become members of our school SAC. The SAC Committee represents the demographics of our school. Minutes are taken at all of our meetings and specific comments and suggestions are recorded for future review. All parent meetings and events at the school are offered at times convenient for the parents. |

**Coordination and Integration**  
  
Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **Count** | **Program** | **Coordination** |
| 1 | Title I VPK | The VPK office will work with the Title I office to coordinate programs for students entering the regular public school. |
| 2 | I.D.E.A. | During the development of student IEP’S, parents are informed of the supplemental instructional support provided by Title I. |
| 3 | Title 1 Part C | The district employs a liaison to assist migrant children in transitioning to the new school setting and to recruit/identify families that qualify for services. Beverly Shores Guidance Counselors and Family School Liaison work with the district liaison to assist the parents. |
| 4 | Title IX | The district employees a liaison to assist homeless children in transitioning to the new school setting and to recruit/identify families that qualify for services. Beverly Shores Guidance Counselors and Family School Liaison work with the district liaison to assist the parents. |
| 5 | Title III |  |

**Annual Parent Meeting**  
Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and presentation materials that address the required components | CRT/FSL | August/September | Copies of agenda, handouts, presentations |
| 2 | Develop and Disseminate Invitations to all students. | CRT/FSL | August/September | Flyer with date of dissemination |
| 3 | Advertise/Publicize Event | CRT/FSL | August/September | Posting on School Website, notices sent with students, school marquee, newsletter and Peachjar |
| 4 | Develop Sign in Sheets | Family School Liaison | August/September | Sign-in sheets |
| 5 | Maintain Documentation | FSL | August/September | Title 1 Documentations Electronic File |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** The Parent Resource Center offers flexible hours for parents. Meetings will be scheduled before, during and after school. With the Title 1 funds we will offer the following to accommodate parents as needed: childcare, translators for school related meetings, training sessions as well as home visits when needed and refreshments. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet the Teacher | Administration, Faculty and Staff, | Parents will meet the teachers to open doors to a good communication between the parent and the teacher. | August 2017 | High percentage of parent and student in attendance sign-in sheets, handouts with copy of flyer. |
| 2 | Report Card/Open House | Administration, Faculty and Staff | Parents can discuss their child's progress with the teachers in a one-on-one session and review the compact outline between Staff, Parent, Student, and Administration. | October 2017 | Large percentage of parent attendance, interpreters for ELL parents, also, sign-in sheets/handouts |
| 3 | Science Fair | CRT/Teachers | Allows parent to become engaged with their children’s learning. Together they create science experiments. This will ultimately increase family engagement by getting the parents and students involved together. School-wide event. | December, 2017 | Sign-in sheets, hand- outs, community billboards, agendas and flyers for ELL. |
| 4 | Literacy week/Movie Night Out | Family School Liaison | Parents and students will work on an activity packet and each student will receive a book | December 2017  February 2018  April 2018 | Sign-in Sheets, handouts and the record of the school |
| 5 | Dad Event | Family School Liaison | Parents, Grandfathers and uncles enjoy coffee and a donuts while reading and connecting with their child, grandchild or niece and nephew | August/September 2017 | Flyers, sign in sheets ,marquee, reminder notices |
| 6 | Kindergarten Round-up | Family School Liaison/KG teachers | Parents will receive all information on what to expect when entering Kg | May 2018 | Flyers, posted on website, community boards. |
| 7 | VPK registration | Family School Liaison/teachers | Parents will receive notice of our VPK Program registration and requirements | March 2018 | Flyers, visit to day care center, sign in sheets. |
| 8 | Title 1 Annual Meeting | Family School Liaison | Inform parents of all Title 1 programs. Parent input at this meeting is essential to improving school wide programs. | September 2017 | Minutes, sign-in sheets, flyers, email, community boards |
| 9 | Parent Academy | Family School Liaison/Teachers | Language and Literacy ESOL programs to break the barrier between school, teacher, and even students. Rosetta Stone/ Sed de Saber classes. Academics and Social Emotional | Monthly  2017-2018  November, January, February, March, April, May | Flyers, sign in sheets ,marquee, reminder notices |
| 10 | FSA Night | Instructional Coaches & Testing Coordinators | Parents will gain knowledge about the Florida Standards Assessment for Reading, Writing, Math and the FCAT 2.0 Science Assessment. | February 2018 | Flyers, sign in sheets, marquee, school website and phone callout. |
| 11 | Grand Parents Day | Family School Liaison | Grandparents to come and have lunch with their grandchildren | May 2018 | Flyers, sign in sheets ,marquee |
| 12 | Mom’s and Muffins | Family School Liaison | Moms, Grandmothers, sisters, aunts, and mentors enjoy juice and muffins while engaging in reading with their child. | May 2018 | Flyers, sign in sheets ,marquee |
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| Count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| 13 | Staff Training  Building relationship with parents | Family School Liaison | Faculty and Staff were trained how to increase student achievement by assisting Parents with the Volunteer application process. | September | Sign-In Sheets, handouts, agendas, and presentation materials. Power point |

**Staff Training**  
Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:** The Family School Liaison is used to improve communication between school and parents and to provide support for parents through the Parent Resource Center. The Parent Resource Center at Beverly Shores Elementary School has flexible hours so that every parent will have the opportunity to checkout resources such as Laptops, I-pads, books, puzzles, flashcards and many more educational games to enhance the students’ academic progress.  Sign in sheets, agendas, and/or minutes along with attendance will be the documentation of the effectiveness and completion of these activities. |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** Parents are notified of Title I programs via the school website, newsletter, email, school callout system, flyers, parent meetings and parent events. The school will monitor effectiveness by sign-in sheets, parent suggestions, input, and attendance. The Title I documentation will be entered in the Title 1 online filing system. Parents have the opportunity to schedule parent teacher conferences to speak with teachers on a one-on-one basis. Surveys will be given out annually to parents to determine their satisfaction with the school-wide program. During the Title 1 Annual meeting a description and explanation of curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are presented. |

**Accessibility**  
  
Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:** Beverly Shores Elementary School faculty and staff want our parents to have input regardless of any accommodations needed. We strive in working closely with our parents to get them actively involved at Beverly Shores Elementary School. Budget allocation has been set aside to accommodate for child-care and translators as needed for school related meetings and training sessions, or anything that can pose as an obstacle for our parents to get involved. School notifications are printed in English and Spanish as well as our school wide calls will have an English and Spanish option. Our parents will receive classroom newsletters stating the activities and events that will be taking place for the upcoming months.  The English language survey results will be used to determine the number and needs for translated documents.  Parents with disabilities and parents of migrant students will be accommodated based on specific needs. |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C:\Users\williamss\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\JRDKGR7E\fileUploads\350031_2016-2017_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C:\Users\williamss\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\JRDKGR7E\fileUploads\350031_2016-2017_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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| [Uploaded Document](file:///C:\Users\williamss\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\JRDKGR7E\fileUploads\350031_2016-2017_uploadCompactEvidence.pdf) |

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet the Teacher | 1 | 601 | High percentage of parent and student in attendance to meet their teacher and to set goal for the school year. |
| 2 | Report Card Night/Open House | 1 | 577 | Appointment time for parents to have a one -on-one with the teacher to discuss student progress. The student/parent/teacher COMPACT is reviewed about responsibilities of each. |
| 3 | Parent Involvement Plan meeting | 1 | 52 | Parents are provided with opportunities to give input on the development, implementation, budget, and evaluation of the PIP. |
| 4 | Science Fair Night out | 1 | 133 | High percentage of parent and student in attendance. Parents and students become involved to create science experiences. Parents receive information for the Parent Resource room. |
| 5 | Grandparents Day | 1 | 377 | Grandparents are invited to have lunch with student. They receive an educational packet to work together with their grandchild. |
| 6 | Donuts and Dads | 1 | 513 | Parents, grandparents, and mentors enjoy a cup of coffee and a donut while reading and connecting with their child. |
| 7 | Moms and Muffins | 1 | ? | Mothers, Aunts, Mentors and Grandparents engage in reading with their child and enjoy muffins and juice. |
| 8 | Kindergarten Roundup | 1 | 120 | Parents receive all information on what to expect when entering Kg. |
| 9 | Orlando Science Center | 1 | 215 | The program encourages cooperative learning among students and parents. Hands on stations |
| 10 | Mom and Me Tea | 1 | 78 | “Tips for Parents thru Literacy” |
| 11 | Title 1 Annual Meeting | 1 | 44 | A description and explanation of the curriculum at the school, forms of assessment, proficiency levels of students. |
| 12 | Pre-K Registration | 1 | 27 | Parents will receive information on registration requirements and tour the campus. |
| 13 | Bingo for Books | 1 | 148 | Parents need support from school in order to help their child with reading and other academic skills. Parents engage with their child in a game of BINGO. |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Teacher prescription pad | 1 | 51 | Recommendations from teachers to parents on extra activities to increase academic achievement skills. |
| 2 | Agenda communication tool | 1 | 671 | Provided information about the key to communication through the Agenda daily. |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Economically Disadvantaged Families | The school and Title 1 services reach out to these families and provide resources/services, for example: weekly backpacks with food, and laundry services. |
| 2 | Language Barrier | Limited English speaking translators will be provided at all meetings. Beverly Shores Elementary School will be providing Sed de Saber classes. |
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**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |